Spring Branch Independent School District

Spring Branch Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Improvement Required

Mission Statement

The Mission Statement for Spring Branch Elementary is "The SBE learning community collaborates to provide literacy skills in an engaging, authentic, and motivating education to empower successful and productive lifelong learners to compete in our new age."

Vision

The Vision Statement of Spring Branch Elementary is as follows:

Literacy

Engages

Authenticates &

Prepares

Value Statement

The following are the Core Values for Spring Branch Elementary:

Safety First

Nurturing positive relationships

Put Forth Effort

Show Empathy

Be Responsible

Respect for Others

Supporting Each Other

Take Responsibility for Yourself and Others

Empower Uniqueness

Comprehensive Needs Assessment

Demographics

Demographics Summary

Presently, SBE has 633 students attending K - 5th grade. An upward enrollment trend has been observed in the last two years so PreK was sent beec to the PreK Center. Now our population has gone down to 633 students. Our population is: 92% Hispanic, 4% Black, .5% White, 0.3% Asian, and 1.1% two or more ethnicities. Ninety percent of our students are economically disadvantaged. Sixty-eight percent of our students are ELL. We have a mobility rate of 24%, and 88% of our students are at-risk. Nine percent of our students are in special education. About 2% of our students are in the gifted and talented program. All of our students receive free meals.

Demographics Strengths

While most of our students are not from the mainstream culture, their families express a desire to learn about the U.S. culture and adopt its expectations while maintaining the positive aspects of their own culture. In addition, while most of our students are economically disadvantaged, their families value education as a key out of poverty.

Student Achievement

Student Achievement Summary

According to TEA's 2015 Texas Accountability Summary, SBE's rating is "improvement required." Our school met standards on: student progress and post-secondary readiness. However, we did not meet standards for student achievement and closing the performance gap.

Our Performance Index Report states that SBE scored 53 on Index 1 (student achievement). This means that 53% of our students who took the STAAR tests, passed them. The target score was 60. On Index 2, Student Progress, SBE's score was 30--at the target score of 30. On Index 3, Closing the Performance Gap, SBE scored 27--below the target score of 28. On Index 4, Post-Secondary Readiness, SBE scored 14--above the target score of 12.

The STAAR Reading scores indicate that 52% of the students met standard. This is a upward trend. However, within the third grade to fourth grade cohort, the STAAR Reading scores in both English and Spannish decreased between 10% and 13%. The STAAR Math scores indicate that 50% of the students did not meet standard. The STAAR Writing scores indicate that 62% of the students met standard. This reflects and upward trend. In STAAR Science only 34% of our students met standard--down from 52% the previous year. The number of students scoring at the "advance level" on one or more STAAR tests in grades 3-5 decreased from 8% in 2013-2014 to 5% in 2014-2015.

Regarding DRA2/EDL2 end-of-the-year data, only 45% of our students are reading on or above grade level. The grade level with the lowest scores was third grade. This data reflects a downward trend when comparing with previous years' scores.

Student Achievement Strengths

SBE met standards on two indexes: Index 2 (Student Progress) and Index 4 (Postsecondary Readiness). SBE was one point away from meeting standards for Closing the Performance Gap. The percent of students passing the STAAR Reading, Math, and Writing has been steadily increasing over the last three years.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 51% of students in grades 3-4-5 met standard on 2017 Staar Reading **Root Cause**: There was a lack of systems to support small group instruction.

Problem Statement 2: Math performance levels: Gr 3 math 39%, Gr 4 math 57%, and Gr 5 math 50% **Root Cause**: there was a lack of rigorous first time instruction

Problem Statement 3: 30% of 4th grade students met standard on Staar writing **Root Cause**: there was a lack of monitoring of student writing progress

School Culture and Climate

School Culture and Climate Summary

At SBE, we are aware that in order for children to learn, they need to be engaged. This engagement is based on 4 primary relationships: relationships with peers; relationship with self; relationships with teachers; and relationship with the content (Eric Jensen, 2008). We also are aware that relationships affect brain development (Eric Jensen, 2013). Thus, our staff trainings include the latest brain research (Linda Jordan, ICLE); the review of Love and Logic skills; and how to conduct a classroom morning meeting.

At SBE, we further understand that the 4 primary relationships are important for us as adults engaged in teaching/learning, so we strive to practice with each other what we practice with the children. Seemingly simple activities such as greeting each other are of great importance at our school. Celebrating and recognizing successes is also of great importance. We have school-wide "Class Compliments" which encourage teachers and students to compliment classes for walking respectfully in the hallway, for example. For each compliment received, the class earns a letter to spell the words "Class Compliment." After earning the letters to spell both words, the class is recognized during morning announcements. Morning announcements set the tone for the day. The principal shares messages from Announcing...Goal of the Week! which is a year-long program that includes monthly character education topics, weekly goals, daily announcements and daily teacher-led 3-5 minute mini-lessons. These topics may be carried over into the class's morning meeting which sets the tone for the day in the classroom.

Parents and visitors to our school often share how the children seem happy and empowered at SBE. One mother shared that her children have expressed how well they are treated not only in the classroom, but also in the hallways, cafeteria, and office. This parent also noted that she and her children perceive a collegiality between the staff in the school.

At SBE, we know that to succeed we need to work as a team. The administration considers teacher, parent, and staff input via its open-door policy. The administration constantly consults with grade level teams, the C.I.T., and the P.T.A. Teacher expertise and knowledge is respected and valued. Teachers are encouraged to be leaders and trainers at our school. The teachers have the opportunity to have a "brown bag lunch" with the principal to informally share ideas. The parents are invited to the montly "Coffee with the Principal" to hear about events at the school and share ideas as well as concerns.

At SBE, we know that consistent quality teaching eliminates the gap between under-resourced learners and resourced learners. We are committed to working hard and going the extra mile whenever necessary. At the Student Support Committee (SSC meetings), teachers, administrators and other professional staff put their heads together to create a plan that will eliminate barriers to learning and meet academic, social and emotional needs. Our Care Coach, Erin Kolpek, works closely with the counselor, CIS social worker and teachers to implement tier 2 behavior interventions to constructively address behavior issues and reduce discpline referrals.

At SBE, we know that we need to take care of each other and ourselves in order to prevent burnout. Our Sunshine Club led by teachers from each grade level plans fellowship activities every month. Our CSHAC, through our health fitness teacher, has created a fitness circuit around the school to provide teachers with an easily accessible opportunity to excercise.

School Culture and Climate Strengths

There is a direct correlation between our school culture and both our mission (collaborating to engage students in authentic education) and values (safety, nurturing positive relationships, effort, empathy, respect, support of each other). Students, parents and community feel welcome, safe and cared for at our school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At SBE recruitment starts early in the spring in order retain high quality staff for the fall. Only seven staff had to be replaced for this school year. In addition, four interventionists and one additional iCoach were hired. Currently, SBE has an interventionist for grades K - 1, 2-3, 4-5. There is an ESL interventionist. There are two iCoaches one for language arts/social studies and one for math/science. The interventionists and iCoaches plan with teachers, access resources and work with tier II and tier III individual students and/or groups.

High-quality teachers are invited to participate in leadership roles such as applying to serve on the Campus Improvement Team (C.I.T.). The CIT worked tirelessly on the Reconstitution Plan which was approved by the board and includes unique strategies such as the extension of the school day. The teachers' professional development is encouraged by sponsoring their attendance at teaching/learning conferences such as the ASCD Conference, Early Literacty Summit at Rice University, and IPad Palooza, for example.

At the beginning of this school year, SBE offered its teachers their very own Professional Institute. Instead of sending a small group of teachers to a conference, the school brought the presenters from the conferences to the teachers. Highly regarded presenters from the ICLE (International Center for Leadership in Education) and Seidlitz shared their expertise with the teachers and paraprofessionals.

In addition to professional development, the school also has an institutional membership to ASCD providing the administrators and grade levels with the latest information on research-based instructional strategies.

Teachers are also provided with the opportunity to plan as a grade level team with the administrators during "ILT Time" which is a bi-weekly extended planning period. During this time, teachers and administrators review data and prioritize objectives and strategies. In addition, necessary professional development may be offered, i.e. how to develop common assessements or how to keep guided reading anecdotal records. New teachers are assigned a mentor for extra support.

Both the intervention staff and special education staff is highly experienced in the identification and evaluation of children with special needs resulting in the efficient and timely access to appropriate services for these students. In addition, this staff is highly versed in the teaching strategies that make the curriculum accessible to these children, so they may experience success.

Para-professional staff is trained in teaching/learning practices with the teachers.

The administration's policy is to hire best person for the position. This may take time, but is of utmost importance. The hiring committee includes several school staff, who ask pre-planned questions and share the school's needs and expectations. References are always checked.

Teachers in need of assistance are identified via administrator walk-throughs/observations; student data, and SSC (Student Support Committee) participation. Identified teachers are provided with the support of either the I-Coach, an Interventionist, or district lead personnel. Support includes, but is not limited to,

ongoing and consistent: whole group lesson planning; guided reading planning; workstation set-up; lesson modeling (whole group and small group); lesson observation and feedback; implementation of behavior management strategies; provision of instructional materials; and implementation of individualized intervention plans.

Staff Quality, Recruitment, and Retention Strengths

SBE staff is **highly qualified in research-based best practices**--especially differentiation such as the use of: workstations; small group intervention; and guided reading. Another best practice is the creation, administration and review of common assessments. New staff demonstrate **a steep learning curve** in incorporating these best practices. Another strength is the **willingness of the teachers and staff to work together**--valuing and respecting each other's ideas. Paraprofessionals are solely dedicated to working with children. They follow the teacher's lesson plan and document the children's progress using anecdotal records.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At the beginning of the school year, each teacher receives a **"tracker sheet"** that lists each student's DRA/EDL scores, Kathy Richardson math assessment scores, benchmark results, NRT scores (Stanford/Aprenda), and CRT scores (STAAR). The tracker sheet also indicates whether the student was referred to the Student Support Committee (SSC), receives special education services, is an English Language Learner (ELL), or if he/she has been retained. This information allows the teachers to get a head start on planning their instruction.

The teachers meet to plan at least once a week with their **grade level team**. They also meet once a month to do **vertical planning** to align curriculum across grade levels. In addition, the teachers have **bi-weekly extended planning time** to meet as a grade level team (with administrators) to plan instruction. During these meetings the district road maps and instructional resources are reviewed. Our school has found that the district pacing and sequence of objectives does not always meet each our students' particular needs. Thus, the teachers prioritize objectives, cluster them ways that make more sense for curriculum intergration, and create a pacing calendar which is posted on chart paper in their grade level work rooms. Based on the desired outcomes, the teachers create **common assessments** using strategies learned from Larry Ainsworth, renowned educator who founded the Leadership and Learning Center and Grant Wiggins proponent of **backward design**. The data from these common formative assessments helps to adjust instruction and plan intervention groups. Teachers whose students have been successful in particular objectives share the instructional strategies they implemented. When it comes to lesson planning, the teachers reference the **Rigor and Relevance Flip Book** created by SBE staff using the strategies from the International Center for Leadership and Education. This flip book facilitates lesson planning that addresses all four rigor and relevance quadrants. The goal is to arrive at quadrant D which is the adaptation of knowledge and skills to create unique solutions to real-world problems and take action. When planning individual lessons, teachers consider our school-wide initiative of developing **vocabulary**. This is critical when working with under-resourced children who come to school with limited oral language in their native language. Another consideration is **brain-based strategies** that increase processing and memory, i.e. mind-body mapping.

An important component of instruction at SBE is **differentiation using workstations and small group instruction**. The teachers create groups according to common assessment results, district benchamark results, and DRA/EDL scores. The teacher schedules the groups according to need using a two-week rotation schedule. Some groups will be seen more often than others. While the teacher is meeting with small groups, the other students are at their rotating workstations practicing objectives that have already been taught.

Children who have not been successful on common assessments are given the opportunity to **re-test** after small group instruction. Teachers help their students set-goals for their learning--especially in reading where each student knows his/her reading level and how to select books that will help him/her advance to the next level. The **principal also meets individually with students in 3rd, 4th, and 5th** grades after their corresponding benchmarks to review results and set goals.

The **Literacy Report Card** is an initiative that is being implemented this year. This report provides the parents with specific information regarding their children's reading skills. The children use this information to set goals which are also listed in this report.

Curriculum, Instruction, and Assessment Strengths

One of SBE's strengths is that there are systems in place that provide the data necessary for planning (tracker sheets, common assessment results, literacy report card) as well as the space and time to plan (weekly team meetings, bi-weekly ILT meetings with administrators, monthly team meetings). Another strength is that there are common tools used for planning such as the backward design template to create common assessments and the rigor and relevance flipbook to ensure that instruction is targetting quadrant D.

Family and Community Involvement

Family and Community Involvement Summary

SBE has implemented many family and community involvement initiatives that have been very effective. Monthly "Coffee with the Principal" meetings have provided the parents with a space and time to learn about school goals and projects. Parents appreciate the opportunity to speak personally to the principal to ask questions, share concerns, or make suggestions. In addition, at the beginning of the school year, the parents have two opportunities to visit their children's classrooms--"Meet and Greet" as well as "Open House." On a daily basis the parents are welcome to have lunch with their children and they take advantage of this opportunity.

Our CIS social worker has a partnership with the University of Houston which provides volunteer interns for our school. In addition, she also coordinates a partnership with Depelchin Children's Center that provides on campus counseling/therapy services for our referred students. The CIS social worker also teaches parent classes on topics such as: homework help; test anxiety, discipline, and communicating with the school. Furthermore, she connects families with community resources such as: Project MOVE (dental van); Bicycles Program; Spring Branch Food Pantry; City-Wide Thanksgiving Big Supper Feast; Navidad En El Barrio; and MAM.

This year, SBE is organizing a Parent Institute that will be held in the fall. The classes that will be offered are based on a parent survey. Parents will also have the opportunity to go on field trips to high schools and colleges.

Our P.T.A. is active in providing resources for our school. The P.T.A. manages several important fund raisers such as: Garage Sale/Barbeque, T-shirt sales and chocolate sales.

The Chapelwood Church is very involved in our school community providing the majority of our mentors and tutors. The National Charity League (NCL) Houston Hearts Chapter is a group of female volunteers who work exclusively with identified girls.

Our school also takes part in helping the community by participating in a spring food drive. Our school takes pride in the fact that its donations are able to fill our community's pantry.

Family and Community Involvement Strengths

The parent/community involvement initiatives are working as each year a **growing number of parents** choose to participate. Both parent volunteers and community volunteers are very **reliable and consistent.** There is frequent open-communication between the school, the parents and the community. Each one of these systems shares the same vision and work ethic.

School Context and Organization

School Context and Organization Summary

Our school's teams and committees work together to meet our students' needs. Central to our organization is the Campus Improvement Team (CIT) composed by elected teachers, parents, and administators. This team meets regularly to analyze data, measure progress and make decisions regarding campus neeeds. We also have the Leadership Team composed by the administrators, I-Coach, interventionists, and counselor. This team meets regularly to assess campus progress and design intervention plans, as needed. The Student Support Committee (SSC) is composed by an administrator, teacher, counselor, parents, and specialists (Care Coach, speech pathologist, diagnostician, licensed specialist in school psychology). This committee designs intervention plans for individual students, monitors progress, and refers certain cases for outside services and support. The special education team is the largest team on campus. They meet for staffings and ARDs. The grade level teams, meet on a weekly basis to review curriculum goals and plan common assessments. These teams also meet on a bi-weekly basis for an extended planning period ("ILT Time"). These meetings are attended by the adminstrators, I-Coach and interventionists who analyze data and plan with the teachers. Each one of these teams is highly qualified. Once a month the vertical teams meet to align the curriculum across grade levels. SBE's teams communicate openly with each other to coordinate needed services for students.   All teams and committees see instruction as central to their mission. We come together in staff meetings to receive professional development related to instruction. Our school's teams and committees work well with district teams. All information related to school context and organization is posted on our campus's shared drive called "Sweden" where it is easily accessed by all staff.

School Context and Organization Strengths

 The school's committees and teams are highly qualified and work together within the school and with the district teams to meet students' needs. All teams are focused on instruction to meet campus/district goals. All teams share the sense or urgency to close the achievement gap on our campus. Teams maintain both formal and informal communication. Pertienent information is posted on the common drive for all to access.

Technology

Technology Summary

At SBE, we are aware that technology is integral to education. Our students live in a "connected screen world" that works at "twitch speed" and favors parallel processing and graphics over text. We must use technology in the classroom to reach our students; promote knowledge and skill acquisition; demonstrate and share learning; and assess student learning (Eric Jensen, 2013).

Currently, we have two classes in both the 3rd through 5th grades that have an iPad for each student. This iPad is checked out to the student for the entire school year and travels with him/her to and from school. SBE also has laptop carts that are checked out for whole-class use. In addition, each classroom has a set of at least 5 netbooks. Students have been taught how to access books on their level using the iPads/netbooks/laptops allowing them to improve their reading skills. Students also know how to access book leveling websites to make sure that the book they are reading is appropriate for them. Our school has purchased a subscription to Reading A-Z which offers leveled reading materials with related practice. Teachers are able to purchase apps for their classrooms.

All teachers in grades PK-5 have an active board and a document camera that can project objects or images from a computer.

Our technology lead teacher keeps our staff informed regarding trainings and helpful apps.

Technology Strengths

At SBE technology is used to meet all of our academic goals as the students have access to materials and skills practice. Skills practice via games and apps is particularly helpful to alleviate short-term/long-term memory problems affecting many of our students. We are working toward our goal of providing and iPad for every student for use all-day and every day.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data
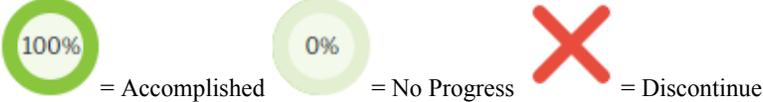
- Study of best practices

Goals

Goal 1: Student Growth - K-5 students will meet their personal growth targets in Reading, Math, Writing and Science.

Performance Objective 1: Targeted Element 1- Develop, implement, and monitor systems to support small group instruction and differentiation in ELA classrooms

Evaluation Data Source(s) 1: 65% of all students will meet STAAR Reading standards, with an emphasis on SE and ELL students.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 1) 1) 1. Design a schedule for K-5 incorporating Readers Workshop daily in classroom instruction with a REACH component and Preview, View and Review	2, 8	Principal Assistant Principal	Grade Level Schedules REACH Program 50/50 Simultaneous English Program			
		Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I, Part A - $16,317.20				
System Safeguard Strategy **Critical Success Factors** CSF 2 CSF 3 CSF 7 2) 1. Create a system for monitoring student performance by organizing campus processes to collect data; train teachers on expectations for using the Data Wise process.	1, 2, 8	Principal Assistant Principal Grade Level Team Leader	Student Trackers Teacher Data Binders Utilize Data Wise Process			
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 3) 1) 2. Provide training and planning time in K-2 utilizing the TCRWP and incorporate components of TCRWP in grades 3-5 focusing on reading.	1, 2, 3, 4, 8, 10	LA Interventionists District LA and Bilingual Leads	Lesson Plans Sign In Sheets for Professional Development sessions			

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 4) 5) 7. Provide after school tutorials and Saturday Camps to meet the diverse needs of students in grades K-5 to ensure mastery of grade level and advanced TEKS.	1, 8, 9	LA Interventionists Master Classroom Leader Team Leaders and Teachers	Tutorial Lesson Plans Sign in Sheets Small groups and targets			
	Funding Sources: 211 - Title I, Part A - $10,000.00					

100% = Accomplished   0% = No Progress   ❌ = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 51% of students in grades 3-4-5 met standard on 2017 Staar Reading **Root Cause 1**: There was a lack of systems to support small group instruction.

Goal 1: Student Growth - K-5 students will meet their personal growth targets in Reading, Math, Writing and Science.

Performance Objective 2: Targeted Element 2-Provide rigorous first time instruction for all students in math.

Evaluation Data Source(s) 2: 65% of all 3rd-5th grade students will meet STAAR math standards, with an emphasis on LEP and SE.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 1) Train math teachers on how to use their grade level math curriculum snapshots and content area vocabulary to plan lessons that are scaffolding to the appropriate cognitive levels	4, 9	Lead Math Interventionist	PLC Agenda Lesson Plans			
System Safeguard Strategy **Critical Success Factors** CSF 3 CSF 7 2) Co-teach and model rigorous lessons and high level of student engagement	1, 4, 8, 9	Lead Math Interventionist Principal Assistant Principal	Teacher self-reflection and observation sheets			
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 3) Create and train teachers on a problem solving model for K-5 students integrating a writing component through vertical alignment	1, 2, 4, 8, 9	Lead Math Interventinist	Student work and rubrics Classroom walk-throughs Teacher conferencing			
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 4) Ensure there is a focus on small group instruction during math planning using student data	2, 8, 9	Principal Assistant Principal Lead Math Interventionist	Lesson plans Small group lessons Student data binders and trackers			

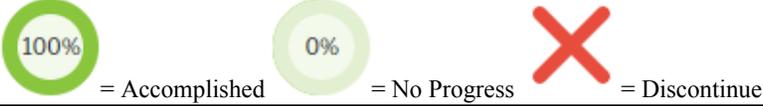|						
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 5) Conduct data conferences after every assessment and ensure the monitoring of differentiation and personalized instruction in the classroom	3, 8, 9	Team Leaders Lead Math Interventionist	Student progress folders Adjustments to lesson plans and small group lessons			
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 1: Student Growth - K-5 students will meet their personal growth targets in Reading, Math, Writing and Science.

Performance Objective 3: Targeted Element 3- Develop, implement, and monitor a system to track student progress in writing.

Evaluation Data Source(s) 3: 65% of all 4th grade students will meet standards in the area of STAAR Writing.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Administer the Writing/Language Usage MAP test	8, 9	LA Interventionists Assistant Principal	Utilize a Teacher Practice Tracker to monitor progress on MAP assessments			
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 2) Create and implement a universal writing composition and editing and revision model that will be used for grades K-5 so that students will complete a prompted composition in two hours	1, 2, 3, 4, 8, 9	LA Interventionists Principal Assistant Principal	Create a writing collection process to review writing on a weekly basis Student products			
System Safeguard Strategy **Critical Success Factors** CSF 2 CSF 7 3) Utilize interventionists and district specialists to co-teach and model lessons on a weekly basis, conduct instructional rounds every two weeks to observe writing instruction and identify mini-professional development sessions	1, 2, 4, 8, 9	LA Interventionists LA District Specialists Principal Assistant Principal	Teachers present best practices model lessons T-TESS walkthroughs, observations and conferences Opportunity Culture Coaching Template			
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 4) Implement a STAAR Writing Boot Camp for all 4th grade students	1, 3, 8, 9	LA Interventionists	Boot Camp lesson plans Sign in sheets Student products and assessments			
100% = Accomplished		0% = No Progress	✕ = Discontinue			

Goal 1: Student Growth - K-5 students will meet their personal growth targets in Reading, Math, Writing and Science.

Performance Objective 4: 90% of SBE students will meet the Reading and Math Conditional Growth Index (CGI) as measured by MAP.

Evaluation Data Source(s) 4: At MOY, 70% will meet CGI
At EOY, 90% will meet CGI

Summative Evaluation 4:

| Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Train teachers on using the ICLE Rigor and Relevance Framework to design and implement rigorous lessons which include higher level Quadrant C & D questions, relevance, instructional strategies and products.	1, 2, 4	LA and Math Interventionists Principal Assistant Principal Instructional Leadership Team Consultants	Sign in Sheets from Rigor and Relevance PD sessions Lesson Plans Walkthroughs and Observations			
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Provide teachers training on the REACH program and AIR strategies to increase reading comprehension in K-5.	1, 2, 4	Gabby Cruz - REACH Trainer Elena Bagge- AIR Trainer	Sign in sheets from REACH and AIR PD sessions Lesson Plans Language Development Student Progress			
Critical Success Factors CSF 1 CSF 7 3) Provide training and planning on Lead4ward to align ELA lesson plans to TEKS.	4, 5, 9	Instructional Leadership Team Interventionists Lead4Ward Presenters	Lesson Plans Lead4ward PD Sign in sheets Rigorous Lesson Plans			
Critical Success Factors CSF 1 CSF 3 CSF 7 4) 6. Hire Lead ELA Interventionist, additional ELA Interventionist and Lead Math Interventionist. Hire support personnel for additional intervention for students struggling in math.	1, 4, 9, 10	Principal	Common Assessments Teacher Growth Student Growth			
		Funding Sources: 211 - Title I, Part A - $123,915.00				
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 5) Use MAP reading and math data to target individual student skill deficits and weak TEKS to ensure grade level progress and meet CGI.	2, 3, 4, 8, 9	Principal Instructional Leadership Team Teachers K-5	Campus MAP data Student MAP Progress Reports Targeted Small Groups in Reading and Math			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 1: Student Growth - K-5 students will meet their personal growth targets in Reading, Math, Writing and Science.

Performance Objective 5: Develop a strong science program K-5 focusing on vertical alignment and vocabulary development

Evaluation Data Source(s) 5: 65% of 5th grade students will receive at least the Approaches standard on the 5th Grade STAAR Science assessment

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 6 CSF 7 1) Provide K-5 school wide implementation of STEMSCOPES, Discovery Ed., and Project Based Learning activities	1, 4, 8	Master Classroom Leader Teachers	Common assessments 5th Science STAAR results Student PBL projects			
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 6 2) Use of science interactive journals in grades 2nd-5th	1, 2, 9	Master Classroom Leader Teachers	Common Assessments Report Card grades			
100% = Accomplished 0% = No Progress ✗ = Discontinue						
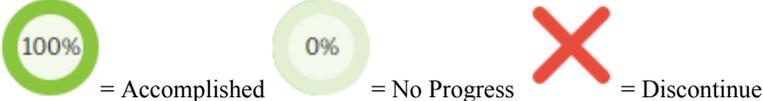
Goal 2: Post-Secondary Readiness (Achievement) - SBE students in grades 3-5 will perform at advanced levels in reading and math.

Performance Objective 1: Develop, implement and monitor enrichment activities at 3-5 grade levels to track advanced levels of achievement.

Evaluation Data Source(s) 1: SBE will increase the number of students in grades 3-5 by 5% who meet Post Secondary Readiness measure in STAAR reading and math.

Summative Evaluation 1:

| Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 3 1) Provide Project Based Learning activities for students K-5 in content areas	1, 2, 4, 8, 9	Master Classroom Teacher Interventionists Team Leaders	STAAR Meets results 3rd-5th Grade Level Progress in Reading Identified GT students Student Agency/Student Progress Folders MAP results			
Critical Success Factors CSF 1 CSF 6 2) Provide educational field trips for SBE students to enhance real world opportunities to increase knowledge in all content areas	1	Principal Assistant Principal Team Leaders	Master Calendar Field Trip Requests Student Journals			
		Funding Sources: 211 - Title I, Part A - $6,150.00				
Critical Success Factors CSF 1 CSF 5 CSF 6 3) College students and Chapelwood members mentoring program for 3rd-5th grade students in advanced math	1, 9	Multi Classroom Teacher LA and Math Interventionists CIS Director	STAAR Meets results 3rd-5th MAP results Common Assessments			
Critical Success Factors CSF 1 CSF 3 CSF 7 4) Attend Professional Development sessions and conferences to keep abreast of the latest programs and strategies for advanced learners in content areas.	1, 2, 4, 9	Principal Assistant Principal	Conference Registrations Professional Development Sessions Sign In Sheets			
		Funding Sources: 211 - Title I, Part A - $10,438.80				
100% = Accomplished		0% = No Progress	✕ = Discontinue			

Goal 3: Post-Secondary Readiness (Equity) - SBE will close the gaps on STAAR Reading for SE and ELL subgroups.

Performance Objective 1: Provide personalized interventions for 3rd-5th SE and ELL students in reading to monitor and track level of progress.

Evaluation Data Source(s) 1: SBE will decrease the approaches grade level standards gap by 5% on STAAR Reading for SE and ELL subgroups.
75% of K-5th grade SBE students will make 1 years progress on the TELPAS assessment.

Summative Evaluation 1:

| Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Provide teacher professional development and resources to effectively implement IEP accommodations for SE and interventions for ELL students	2, 4, 9	Special Ed Team District Bilingual Specialists	STAAR results for SE and ELL Common Assessments MAP results PD Sign in sheets Lesson Plans			
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 2) Provide TELPAS rubric with PLD's and support from SE teachers to ensure student progress	1, 2, 4, 9	Special Ed Team District Bilingual Specialists AIR Consultant	TELPAS language development progress SE IEP mastery Common Assessments STAAR results			
100% = Accomplished 0% = No Progress ✗ = Discontinue						
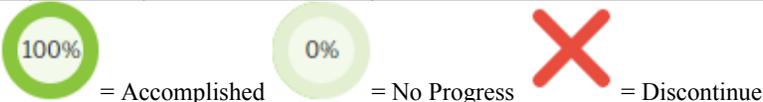
Goal 4: School Connectedness: Students in grades 3-5 will report a strong connection to their school experience as measured by Panorama.

Performance Objective 1: SBE 3rd-5th grade students will demonstrate on-task engaged behavior and responsibility for their learning measured by the Panorama survey.

Evaluation Data Source(s) 1: Panorama Results:

3rd-5th SBE students will score 80% on the Panorama survey in the areas of Classroom Engagement and Classroom Rigorous Expectations.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 6 1) Implement the use of student progress folders to develop student agency for learning	2, 8, 9	Teachers Instructional Leadership Team	Mountain Man Progress Graphs MAP progress reports iStation, Think Through Math, Dreambox reports			
Critical Success Factors CSF 1 CSF 6 2) Provide Project Based Learning projects during additional Specials time	3, 8, 9	Specials Team	Student engagement Student products Student Presentations			
Critical Success Factors CSF 4 CSF 5 CSF 6 3) Provide after school clubs such as: Book Clubs, Robotics, Art, Science, Coding, Bell Choir, Soccer, etc.	1, 3, 10	Teachers Outside organizations	Student engagement STAAR results Report Card grades Student surveys After school club attendance, sign in sheets			
	100% = Accomplished		0% = No Progress		✗ = Discontinue	
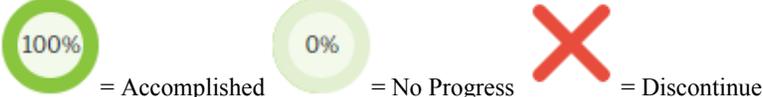
Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 1: 100% of campus expenditures, technology and human resources, will be used efficiently in compliance with state and local policies to meet campus CIP goals.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. (List programs to be evaluated. Include all programs receiving state or federal funds.)	1	Principal	STAAR Scores; DRA/EDL scores; TELPAS scores			
Critical Success Factors CSF 1 2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. (Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.) SEE GOAL 6.	1, 4	Principal	DRA/EDL scores; STAAR scores; TELPAS scores			

Critical Success Factors CSF 1 3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.) SEE GOALS 1,2,3,4 and 6.	1, 9	Principal; Assistant Principal	STAAR Scores			
Critical Success Factors CSF 1 CSF 7 4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, parents, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. Utilize reading and math software programs to personalize student learning K-5-iStation, Raz Kids, Dreambox, Think Through Math, etc. SEE GOAL 6.	1, 3, 4, 6	Principal; CIS	STAAR Scores Student progress reports from software programs			
			Funding Sources: 211 - Title I, Part A - $22,550.00			

Critical Success Factors						
Critical Success Factors CSF 5 5) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.) No Place for Hate Program Inner Peace Week Red Ribbon Week	1, 6	Principal; CIS/Counselor	Parent attendance to events			
Critical Success Factors CSF 7 6) Provide professional development based on level of expertise and need in the following areas: Priority Schools Trainings * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic (Using this list, select those that apply to your campus and describe how they are implemented.) See PROFESSIONAL DEVELOPMENT SECTIONS in goals 1,2,3,4, and 6.	1, 3, 4, 8, 9, 10	C.I.T.	Certificates of attendance; sign-in logs			

Critical Success Factors CSF 1 CSF 7 7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. (Describe what is being done on your campus to promote or increase inclusion.)	9	Principal; Assistant Principal	DRA/ESL scores; STAAR Scores; TELPAS			
Critical Success Factors CSF 1 8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.)	1, 8, 9	Principal	DRA/EDL scores; TELPAS scores;			
Critical Success Factors CSF 7 9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.)	1, 4	Principal; Assistant Principal	DRA/EDL scores; TELPAS scores; STAAR scores			

Critical Success Factors CSF 1 CSF 7 10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEPIntervention Specialist (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.) See TARGETED INTERVENTION STRATEGIES in goals 1,2,3,4, and 6.	9	Principal	DRA/EDL scores; TELPAS scores; STAAR scores			
Critical Success Factors CSF 1 11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: supplies and materials for all STAAR tested areas, manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.) SEE TARGETED INTERVENTION STRATEGIES in Goals 1,2,3,4, and 6.	1, 9	Principal	DRA/EDL scores; TELPAS scores; STAAR scores			

Critical Success Factors CSF 3 12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships (Complete this activity by describing how you will meet this expectation on your campus.)	1, 9	Principal; CIS	EDL/DRA scores; TELPAS scores; STAAR scores			
Critical Success Factors CSF 7 13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.) SEE PROFESSIONAL DEVELOPMENT STRATEGIES in Goals 1,2,3,4, and 6.	1, 3, 4, 9	Principal; Assistant Principal	DRA/EDL scores; TELPAS scores; STAAR scores Region IV Certificates from Professional Development sessions			

Funding Sources: 211 - Title I, Part A - $1,500.00

Critical Success Factors	1, 4	Principal; Assistant Principal Interventionists District Content Leads	DRA/EDL scores; TELPAS scores; STAAR scores Agendas, Lesson Plans, Grade Level Planning minutes Judy Wallis Professional Development training sessions Project Class Professional Development training sessions			
Critical Success Factors CSF 3 CSF 7 14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. Teachers K-5 will participate in full day planning sessions to plan for 9 weeks and/or units of study. Professional Development sessions on Balanced Literacy focused on Genres Teachers will participate in Project Class SEE DEVELOPMENT STRATEGIES in Goals 1,2,3,4, and 6.						
			Funding Sources: 211 - Title I, Part A - $12,080.00			
Critical Success Factors CSF 7 15) Provide support for new teachers with ongoing mentoring and planning with certified staff. (Complete this activity by describing how you will meet this expectation on your campus.) Teachers will be assigned mentors who will meet with them weekly. All mentors and mentees will meet at the beginning of the year to receive training and expectations.	1, 4	Principal; Assistant Principal	DRA/EDL scores; TELPAS scores; STAAR scores			
Critical Success Factors CSF 7 16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website (Complete this activity by describing how you will meet this expectation on your campus plan.)	1, 5	Principal	DRA/EDL scores; TELPAS scores; STAAR scores			

Critical Success Factors CSF 5 17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. (Complete this activity by describing how you will meet this expectation on your campus.) SEE PROFESSIONAL DEVELOPMENT STRATEGIES IN Goals 1,2,3,4, and 6.	1, 4	Principal	DRA/EDL scores; TELPAS scores; STAAR scores			
Critical Success Factors CSF 5 18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. This activity for PK and elementary schools only. Other campuses may delete. (Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.) Parents will be invited to a "Kindergarten Round-Up" Day.	1, 7	Principal	DRA/EDL scores; TELPAS scores			
Critical Success Factors CSF 7 19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. (Select at least one area of focus from the list and describe how you will implement this on your campus.)	1, 4	Principal/GT Coordinator	DRA/EDL scores; TELPAS scores; STAAR scores			

Critical Success Factors CSF 1 20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. Teachers will be trained on GT techniques to focus and push our Advanced learners to receive Advanced Level on STAAR. SEE Strategies from Goal 3.	1, 5	Principal; Assistant Principal GT Professionals-Librarian and GT District Directors	DRA/EDL scores; TELPAS scores; STAAR scores District Leads will provide training on Think Through Math and Stemscopes			
Critical Success Factors CSF 1 21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. (Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.) Complete this activity by describing how you will meet these expectations on your campus.	3	Principal; GT Coordinator	Number of GT referrals			

Critical Success Factors CSF 6 22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey	1, 4	Principal; CSHAC				
Critical Success Factors CSF 5 23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.) SEE PARENT INVOLVEMENT STRATEGIES later in this section.	1, 6	Principal; CIS	Parental attendance at school events; number of surveys returned			

Critical Success Factors CSF 5 24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during Open House with the Principal to which all parents will be invited. The above topics will be discussed.) SEE PARENT INVOLVEMENT STRATEGIES later in this section.	1, 6	Principal; Assistant Principal; CIS	Parental attendance at event			
Critical Success Factors CSF 3 CSF 6 25) Spring Branch Elementary will continue with all required drills and policies as defined in the Campus Emergency Operations Plan (EOP). Develop Incident Plan according to NIMS structures and guidelines, establish Incident Command roles and responsibilities for each branch, prepare a box of critical information needed, create a backpack for each classroom to be used in every drill, establish a location off site for evacuation purposes, complete table top exercise with Incident Plan team, and provide staff development for SBE staff, volunteers, mentors, students and parents.	4	Principal Assistant Principal Classroom teachers	Sign in sheets from EOP training; Sign in sheets for Incident Plan training for branches, staff, mentors/volunteers, parents &students; Log of completed drills			
Critical Success Factors CSF 1 26) Continue providing the WHO (We Help Ourselves) program to provide safety training for first grade students.	1, 3, 4	Counselor; classroom teachers	Student survey on safety			

Critical Success Factors					
Critical Success Factors CSF 3 27) Continue to tie all expenditures to the the District Five Year Plan and the Spring Branch Elementary Campus Improvement Plan. Continue weekly meetings with administrative assistant in order to review, monitor and adjust all budgets as needed to meet our students' needs. Our CIT will meet on a monthly basis to review, discuss campus needs and make amendments to expenditures to ensure that the resources provided meet our students' needs.	10	Principal; administrative assistant; CIT members	Reviewed Monthly Budget Reports; EOY Budget/ CIP documentation of expenditures		
Critical Success Factors CSF 3 28) Meet on a weekly basis with the ILT team to analyze our current academic/financial plan to make any adjustments if needed to support our students needs.	1, 2, 4, 8	Principal; Assistant Principal; I-Coach; Reading intervention specialist; Classroom teachers	EOY Aware Data; EOY DRA-2/ EDL levels; EOY grades; PDAS summative conference results		
Critical Success Factors CSF 6 29) Teacher Recognition/ Team Building Activities: Provide activities to encourage team building and raise teacher morale by planning: Provide incentives for teachers such as Early Release Pass, Jeans Pass, Gift Card giveaways Monthly birthday celebrations with lunch provided and birthday bulletin board (one grade level or team per month); Christmas 12 Days gifts from campus administrators; Teacher Appreciation Week (May); Teacher of the Year reception	9	Principal; Assistant Principal; Counselor; Sunshine Social Committee	Comparison of 5-Year Teacher survey results over 2 years; Teacher feedback during CIP planning sessions; Teacher retention rates		
Critical Success Factors CSF 7 30) Retain highly effective, highly skilled staff using the DuFour Model of Teacher Growth. Institute in-class coaching and accelerated professional development. Remove staff members who are not seeing achievement results.	1, 2, 3, 4, 5, 8	Principal; Assistant Principal, Master Classroom Leader	DRA/EDL scores; STAAR scores; TELPAS scores; teacher retention		

Critical Success Factors CSF 6 31) Host Hamburger & Hot Dog Cookouts. Grade levels are invited to have lunch with the principal to provide the opportunity for informal conversation with the principal/colleagues and to foster a sense of community within the school.	1, 5	Principal	Staff and Teacher attendance			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 2: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 2: Within the 2015-2016 school year, 60% of parents will be involved in community and parental activities provided by the school.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy **Critical Success Factors** CSF 5 CSF 6 1) PTA and Community Outreach: Develop an email database to better communicate with parents. Develop a parent survey using the following needs/interests as possible topics: Project CLASS Parent Training; How to read with your child at home; reading fluency versus reading comprehension; "Make and Take" sessions, "Share A Smile" Program	4, 5	Principal; Assistant Principal; Classroom teachers; PTA members; CIS; Parents of SBE students;	Total % of parents participating PTA membership drive/ total number of members; Sign in sheets and agendas; V-soft and volunteer logs			
Critical Success Factors CSF 5 2) Academic Events/Parental Involvement Opportunities Events hosted include but are not limited to:	2, 5, 8	Principal; Assistant Principal; Classroom teachers; CIS/ Counselor; Librarian and Paraprofessional	Attendance logs of events; Parent survey / feedback given; Report of participation; Pictures from Family Library Nights, Flyers, Master Calendar			
Open House; Literacy Night; Family Game Night; Family Movie Night; Family Library Nights, Kindergarten informational meeting; Field trips to middle schools/high schools and colleges.	Funding Sources: 211 - Title I, Part A - $3,199.00					

Critical Success Factors CSF 5 CSF 6 3) The parents and teachers (PTA) will continue to work together to provide a variety of events which nurture positive relationships between the home, school, and community. Events will include but will not be limited to: Join your child for Thanksgiving Lunch Holiday programs Classroom celebrations	5	Principal; Assistant Principal; PTA members; CIS; Counselor; Classroom teachers	Review sign in sheets/ attendance; Review feedback; EOY teacher/ parent survey			
Critical Success Factors CSF 5 CSF 6 4) Methods of Communication with Parents: SBE will communicate with parents through multiple methods (both in English and Spanish): Monthly Coffee with the Principal meetings; informal and formal parent-teacher conferences; call-out messages; monthly school newsletter; notes home to parents; reminder flyers of information for upcoming events; marquee messages; home visits when needed; letters mailed to student's home address	5	Principal; Assistant Principal; Classroom teachers; Counselor; CIS	Review of parent teacher communication logs; Increased number of parents attending conferences; Notes returned with parent signatures			
Critical Success Factors CSF 5 5) Kindergarten Informational Meetings: Provide kindergarten informational meetings each semester to support our parents' understanding of kindergarten TEKS and home school connections.	5, 10	Principal; Assistant Principal; CIS; Kindergarten classroom teachers;	End-of-year Kinder District Assessments			
Critical Success Factors CSF 5 6) Continue with a volunteer mentoring program and adhere to SBISD volunteer policy and procedures. Volunteers will be honored in a VIP reception at the end of the year.	5	Principal; Assistant Principal; Classroom teachers; CIS/Counselor	Review of volunteer database; review of sign-in sheets and number of participants			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	1) 1. Design a schedule for K-5 incorporating Readers Workshop daily in classroom instruction with a REACH component and Preview, View and Review
1	1	2	1. Create a system for monitoring student performance by organizing campus processes to collect data; train teachers on expectations for using the Data Wise process.
1	1	3	1) 2. Provide training and planning time in K-2 utilizing the TCRWP and incorporate components of TCRWP in grades 3-5 focusing on reading.
1	1	4	5) 7. Provide after school tutorials and Saturday Camps to meet the diverse needs of students in grades K-5 to ensure mastery of grade level and advanced TEKS.
1	2	1	Train math teachers on how to use their grade level math curriculum snapshots and content area vocabulary to plan lessons that are scaffolding to the appropriate cognitive levels
1	2	2	Co-teach and model rigorous lessons and high level of student engagement
1	2	3	Create and train teachers on a problem solving model for K-5 students integrating a writing component through vertical alignment
1	2	4	Ensure there is a focus on small group instruction during math planning using student data
1	2	5	Conduct data conferences after every assessment and ensure the monitoring of differentiation and personalized instruction in the classroom
1	3	1	Administer the Writing/Language Usage MAP test
1	3	2	Create and implement a universal writing composition and editing and revision model that will be used for grades K-5 so that students will complete a prompted composition in two hours
1	3	3	Utilize interventionists and district specialists to co-teach and model lessons on a weekly basis, conduct instructional rounds every two weeks to observe writing instruction and identify mini-professional development sessions
1	3	4	Implement a STAAR Writing Boot Camp for all 4th grade students
1	4	5	Use MAP reading and math data to target individual student skill deficits and weak TEKS to ensure grade level progress and meet CGI.
1	5	1	Provide K-5 school wide implementation of STEMSCOPES, Discovery Ed., and Project Based Learning activities
1	5	2	Use of science interactive journals in grades 2nd-5th
3	1	1	Provide teacher professional development and resources to effectively implement IEP accommodations for SE and interventions for ELL students

Goal	Objective	Strategy	Description
3	1	2	Provide TELPAS rubric with PLD's and support from SE teachers to ensure student progress
5	2	1	PTA and Community Outreach: Develop an email database to better communicate with parents. Develop a parent survey using the following needs/interests as possible topics: Project CLASS Parent Training; How to read with your child at home; reading fluency versus reading comprehension; "Make and Take" sessions, "Share A Smile" Program

Campus Funding Summary

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	211.11.6399	$16,317.20
1	1	4	Other Payroll Payments	211.11.6116	$10,000.00
1	4	4	Teacher and Professional Salary-ELA Interventionist	211.11.6119	$68,474.00
1	4	4	Lead Math Interventionist	211.13.6119	$49,119.00
1	4	4	Support Personnel	211.11.6129	$6,322.00
2	1	2	Student Travel	211.11.6412	$3,150.00
2	1	2	Student Transport	211.11.6494	$3,000.00
2	1	4	Travel-Employee-Administration	211.23.6411	$2,600.00
2	1	4	Travel-Employee-Teacher	211.13.6411	$6,538.80
2	1	4	Region IV Services-Teachers	211.13.6239	$800.00
2	1	4	Region IV Service-Administration	211.23.6239	$500.00
5	1	4	Software Programs	211.11.6397	$11,529.60
5	1	4	Technology Equipment	211.11.6398	$11,020.40
5	1	13	Other Reading Material	211.13.6329	$1,000.00
5	1	13	Other Reading Material	211.23.6329	$500.00
5	1	14	Substitutes	211.13.6112	$5,880.00
5	1	14	Misc Contract Services-Project CLASS	211.11.6299	$5,000.00
5	1	14	Other Payroll Payments	211.13.6116	$1,200.00
5	2	2	Librarian	211.61.6116	$737.00
5	2	2	Paraprofessional	211.61.6125	$400.00
5	2	2	Parent Misc Contract Services	211.61.6299	$1,800.00
5	2	2	Parent Supply/Material	211.61.6399	$262.00
				Sub-Total	$206,150.00
				Budgeted Fund Source Amount	$206,150.00

	+/- Difference	$0
	Grand Total	$206,150.00